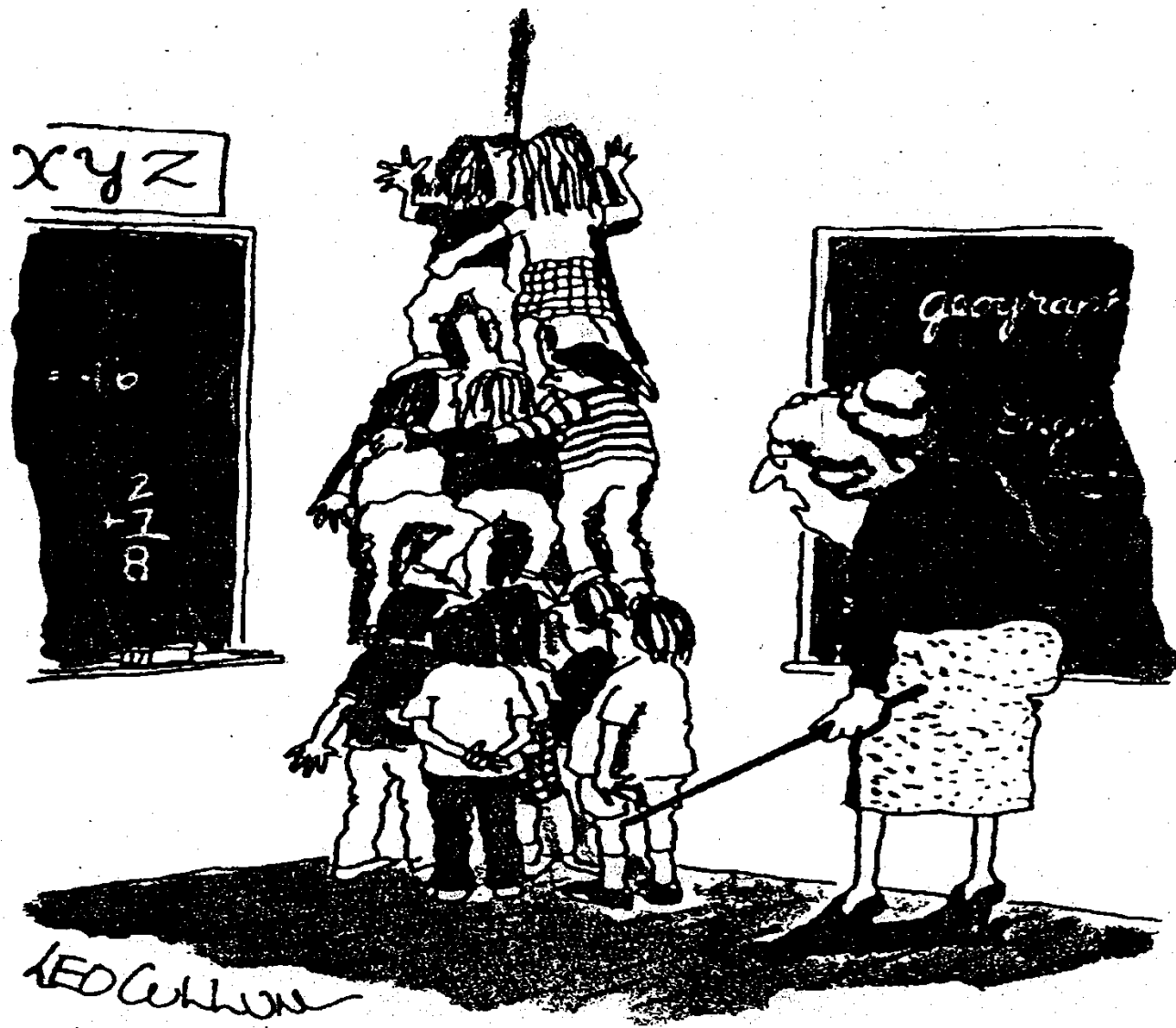


**Response to Intervention  
Virginia Department of  
Education  
June 27, 2011**

**Session 2**

**RtI – The Behavior Side**

**Brenda LeBrasse, Executive  
Director, Curriculum & Instruction  
Colorado Springs School District 11  
Colorado Springs, Colorado**



*"This is the worst class I've ever had."*

- Horner (2003)
  - The organization does not behave, individuals within the organization engage in behaviors
  - An organization is a group of individuals who behave together to achieve a common goal
  - Systems are needed to support the collective use of best practices by individuals within the organization.
- RTI and PBS are foundational to school reform
  - PBS and the state of Colorado

## **Systems Change and School Reform**

# Designing School-Wide Systems for Student Success

## Academic Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

## Behavioral Systems

### Intensive, Individual Interventions

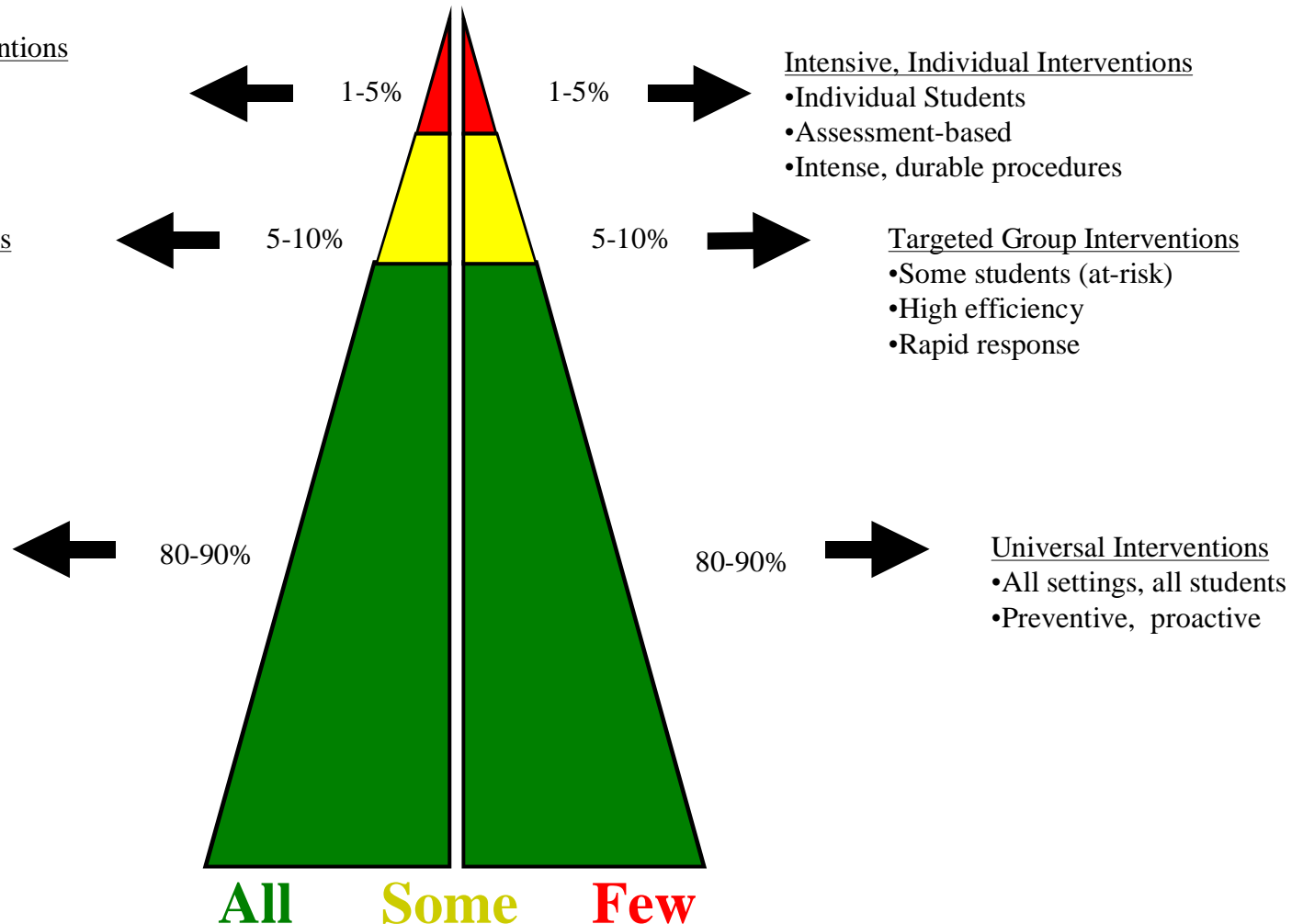
- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All settings, all students
- Preventive, proactive



# Instructional Approaches

- **Social/Behavioral**

- Assume
- Punish
- Practice not required
- Corrections are based on how the behavior is performed
- *Reactive*

- **Academics**

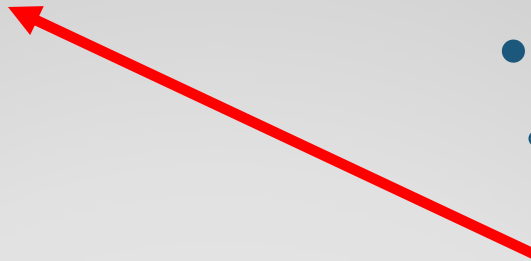
- Teach
- Reinforce
- Guided & independent practice
- Correction of learning errors are data driven
- *Proactive*

- We **Teach**...

- Academics
- Music
- Art
- Team Sports

- We **Correct**...

- Social Behavior



**Consider...**

- That positive academic and social outcomes are more likely...
  - *When we focus on our behavior*
  - *When we seek to understand the function or purpose of the problem behavior*
  - *When we teach acceptable alternatives*
  - *When we reinforce what we desire from our learners*
  - *When we evaluate our efforts by using data as information to guide our efforts*

**We Know**

# Behavioral Support Assumptions

- Most school behaviors are learned
- Most school problem behaviors are learning errors
  - Gets the student what they want or need
  - Gets the student out of what they don't want to do
  - Has a communicative intent
- Effective instruction is one of your best methods for managing both academic and social behavior



- **Allocated Time**

- The amount of time students are at school
- The amount of time you have them in class
  - Organizational Time
  - Transitional Time
  - Behavior Management Issues
  - Interruptions
- The amount of time that your students are engaged in instructional activities

## **Effective Instruction**

Paine et al. (1983)

# Effective Instruction

- Academic Engagement—a critical measure of learning and social behavior
  - *Students are attending*
  - *Students are listening*
  - *Students are participating*
  - ***Students are Learning***

- Given a 50 minute instructional period...
  - 50% AET = On-Task for 25 minutes
  - 60% AET = On-Task for 30 minutes
  - 70% AET = On-Task for 35 minutes
  - **80% AET = On-Task for 40 minutes**
  - 90% AET = On-Task for 45 minutes

## Effective Instruction

# Effective Instruction

- 80% AE for a student
  - 10 minutes per class not engaged.
  - 60 minutes per day not engaged
  - 300 minutes per week not engaged
  - 10,800 minutes per academic year (36 weeks) not engaged
- 10,800 minutes = **30** school days!
- **Increases in academic *engagement* should result in increases in academic *performance*.**

- 1 Referral = 15 minutes of time
  - Involves teacher, student, administrator, and parents
  - Disrupts teaching and learning
- Correcting minor behavior = 30 seconds to 5 minutes per incident
  - 500 referrals (125 hours/20 school days)
  - 2000 referrals (500 hours/83 school days)

## **Social Behavior**

- What would I do with all of that time...



*Systems are needed to support the collective use of best practices by individuals within the organization...*

**Effective Instruction**

# PBS School-Wide Features

- Expectations for student behavior are defined
- Appropriate student behavior is taught
- Student behavior is monitored
- Decisions are data driven
- Positive behavior is acknowledged
- Effective instruction is emphasized
- Procedures are implemented consistently by all staff and across all settings
- Problem behavior has clear and consistent consequences

# Expectations for Student Behavior are Defined

- What this looks like...
  - 3 to 5 positively stated expectations are developed that apply to all students, all adults, and across all settings
  - Expectations are linked to your school mission or purpose statement
  - Expectations are written in your discipline handbook and disseminated to all students and families
  - Expectations are posted across school settings



**School Rules**  
**NO Food**  
**No Weapons**  
**NO Backpacks**  
**NO Drugs/Smoking**  
**NO Bullying**



# Fairfield Schoolwide Rules

Be Safe  
Be Respectful  
Be Responsible

Sea Seguro  
Sea Respetuoso  
Sea Responsable

# Expectations are Taught

- What this looks like...
  - Expectations are adopted by all staff and taught to all students.
  - Lessons include
    - Verbal presentation of the skill (**Explaining**)
    - Guided and independent practice of the skill (**Doing**)
    - Guidelines for prompting and reinforcement (**Reinforcing**)
    - Evaluation criteria (**Monitoring**)



- Key Question

- *What do my students need to **know** and **do** in order to demonstrate with fluency the expectations I plan to teach?*

**Expectations are Taught**

**Knowledge-Practice-Conduct**

# **Student Behavior is Monitored**

- **What this looks like...**
  - Being available across settings
  - Being responsive
  - Prompting students to engage in expected conduct
  - Catching students “being good” or “doing it the right way”
  - Reviewing data frequently

# Decisions are Data Driven

- What this looks like...
  - Efficient data collection, manipulation, and summarization
  - Team-based problem solving based on data
  - Effective and efficient feedback loop to faculty and staff

# **Positive Behavior is Acknowledged**

- **What this looks like...**
  - Ratio of at least **4** positives to **1** correction/negative (4:1)
  - Immediate, contingent, and behavior specific
  - Continuous to intermittent
  - Celebrate PBS successes as a method of reinforcing staff behavior
  - *Positive adult attention is an extremely powerful instructional strategy*

- **What this looks like...**
  - Responsiveness to Intervention!
    - Adoption and use of evidenced-based approaches
    - Focus on both the design and delivery of instruction
    - Recognition that effective instruction is one of your best behavior management methods
    - Use data to guide instructional decisions

**Effective Instruction  
is Emphasized**



# Procedures are Implemented by all Staff

- What this looks like...
  - School-wide positive behavior support has strong administrative and team-based leadership
  - School-wide positive behavior support is endorsed by at least 80% of the faculty/staff
  - Faculty and staff give a 3-5 year commitment to change process
  - Procedures and policies that are adopted reflect the values, beliefs, and time constraints of building staff

# Problem Behavior has Clear Consequences

- What this looks like...
  - Classroom vs. office managed problem behavior is clearly defined and practiced
  - Behavioral expertise at the classroom level is established
  - Consideration is given to the function or motivation of the problem behavior
  - Re-teaching of the appropriate behavioral expectation is seen as one method for addressing learning error (e.g., problem behavior)

- **Proactive and preventative**
- **Instructionally focused**
- **Empirically sound**
- **Data driven**
- **School-wide systems change model**

**That provides academic and behavioral support for all learners**

**Positive Behavioral Support**

# **PBS Implementation Steps**

- Determine your need
- Establish faculty and staff commitment to enhance school climate
- Establish PBS school leadership team
- Collect and analyze data from ODR's, PBS Survey, SET, academic performance measures
- Focus on your school-wide systems first
- Implement PBS action plan
- Monitor and evaluate efforts

- **Seven Features**

- Expectations are Defined
- Expectations are Taught
- System for Reinforcing Expectations
- System for Responding to Behavioral Violations
- Monitoring and Evaluation
- Crisis Management
- District Level Support

- **80/80**

## **School-Wide Evaluation Tool (SET)**

# School-wide Benchmarks of Quality: SCORING FORM

School Name: \_\_\_\_\_ District: \_\_\_\_\_

Coach's Name: \_\_\_\_\_ Date: \_\_\_\_\_

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.  
(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating.  
Document the discrepancies on page 3.

Critical Elements	STEP 1					STEP 2 ++, +, or -	STEP 3 ✓
PBS Team	1. Team has broad representation			1	0		
	2. Team has administrative support	3	2	1	0		
	3. Team has regular meetings (at least monthly)		2	1	0		
	4. Team has established a clear mission/purpose			1	0		
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)		2	1	0		
	6. Faculty involved in establishing and reviewing goals		2	1	0		
	7. Faculty feedback obtained throughout year		2	1	0		
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format		2	1	0		
	9. Process includes documentation procedures			1	0		
	10. Discipline referral form includes information useful in decision making		2	1	0		
	11. Behaviors defined	3	2	1	0		
	12. Major/minor behaviors are clearly identified/understood		2	1	0		
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			1	0		
	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0		
Data Entry & Analysis Plan Established	15. Data system to collect and analyze ODR data	3	2	1	0		
	16. Additional data collected (attendance, grades, faculty attendance, surveys)			1	0		
	17. Data entered weekly (minimum)			1	0		
	18. Data analyzed monthly (minimum)		2	1	0		
	19. Data shared with team and faculty monthly (minimum)		2	1	0		
Expectations & Rules Developed	20. 3-5 positively stated school-wide expectations posted around school	3	2	1	0		
	21. Expectations apply to both students and staff	3	2	1	0		
	22. Rules developed and posted for specific settings (where problems are prevalent)		2	1	0		
	23. Rules are linked to expectations			1	0		
	24. Staff feedback/involvement in expectations/rule development		2	1	0		

# Benchmark of Quality

Critical Elements	STEP 1	STEP 2 ++, +, or _	STEP 3 ✓
Reward/ Recognition Program Established	25. A system of rewards has elements that are implemented consistently across campus	3 2 1	
	26. A variety of methods are used to reward students	2 1 0	
	27. Rewards are linked to expectations	3 2 1 0	
	28. Rewards are varied to maintain student interest	2 1 0	
	29. System includes opportunities for naturally occurring reinforcement	1 0	
	30. Ratios of reinforcement to corrections are high	3 2 1 0	
	31. Students are involved in identifying/developing incentives	1 0	
	32. The system includes incentives for staff/faculty	2 1 0	
Lesson Plans for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction	2 1 0	
	34. Lessons include examples and non-examples	1 0	
	35. Lessons use a variety of teaching strategies	2 1 0	
	36. Lessons are embedded into subject area curriculum	2 1 0	
	37. Faculty/staff and students are involved in development & delivery of lesson plans	1 0	
	38. Strategies to reinforce the lessons with families/community are developed and implemented	1 0	
Implement- ation Plan	39. Develop, schedule and deliver plans to teach staff the discipline and data system	2 1 0	
	40. Develop, schedule and deliver plans to teach staff the lesson plans for teaching students	2 1 0	
	41. Develop, schedule and deliver plans for teaching students expectations/rules/rewards	3 2 1 0	
	42. Booster sessions for students and staff are planned, scheduled, and delivered	2 1 0	
	43. Schedule for rewards/incentives for the year is planned	1 0	
	44. Plans for orienting incoming staff and students are developed and implemented	2 1 0	
	45. Plans for involving families/community are developed & implemented	1 0	
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations	1 0	
	47. Responding to crisis situations is rehearsed	1 0	
	48. Procedures for crisis situations are readily accessible	1 0	
Evaluation	49. Students and staff are surveyed about PBS	2 1 0	
	50. Students and staff can identify expectations and rules	2 1 0	
	51. Staff use discipline system/documentation appropriately	3 2 1 0	
	52. Staff use reward system appropriately	3 2 1 0	
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3 2 1 0	
<b>TOTAL</b> _____			

# Benchmark of Quality Page 2

## Benchmarks of Quality TEAM SUMMARY

School \_\_\_\_\_ Date \_\_\_\_\_ Total Benchmarks Score \_\_\_\_\_

### Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

\*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

### Areas of Strength

Critical Element	Description of Areas of Strength

### Areas in Need of Development

Critical Element	Description of Areas in Need of Development

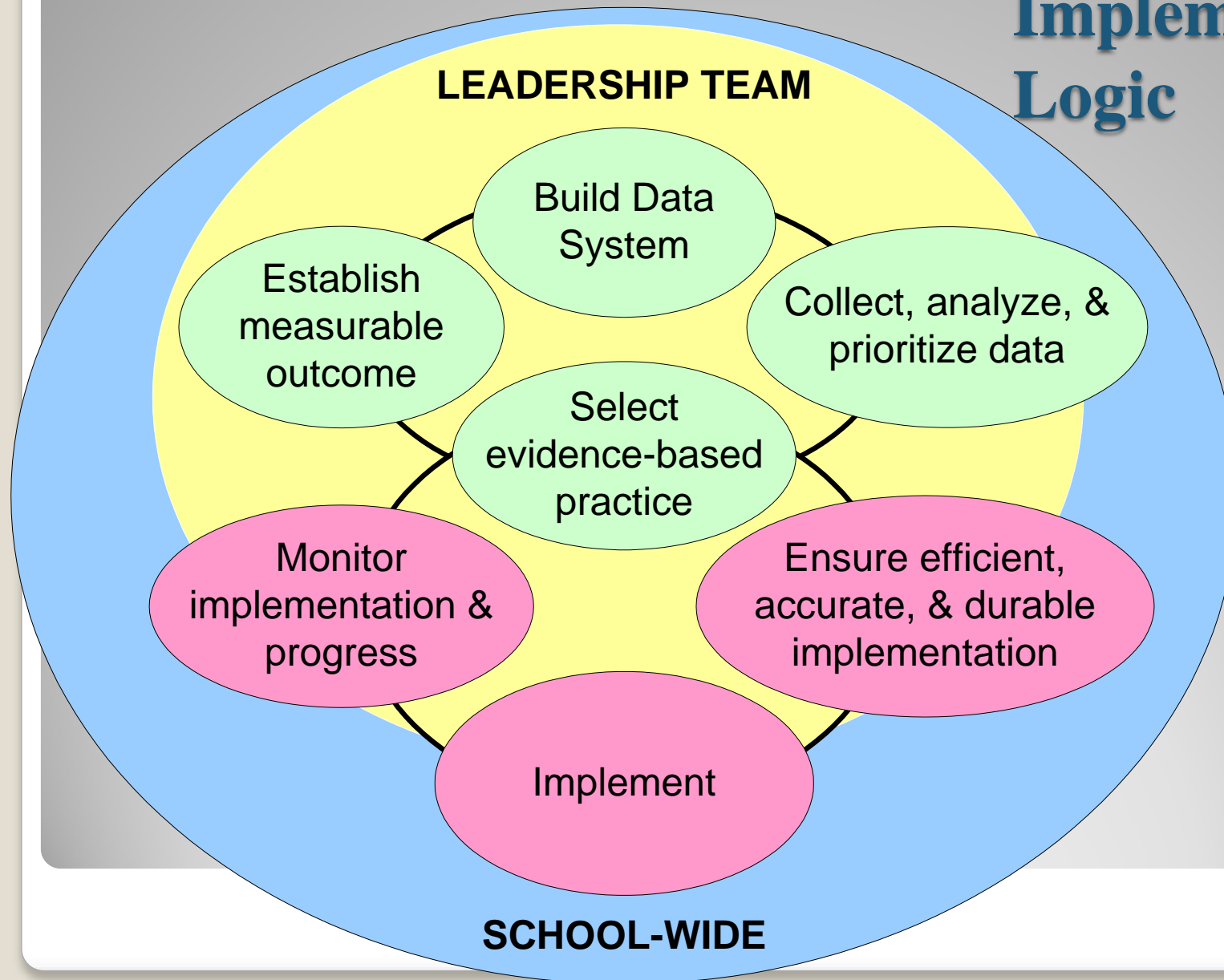
# Benchmark of Quality Page 3



# Establishing Commitment

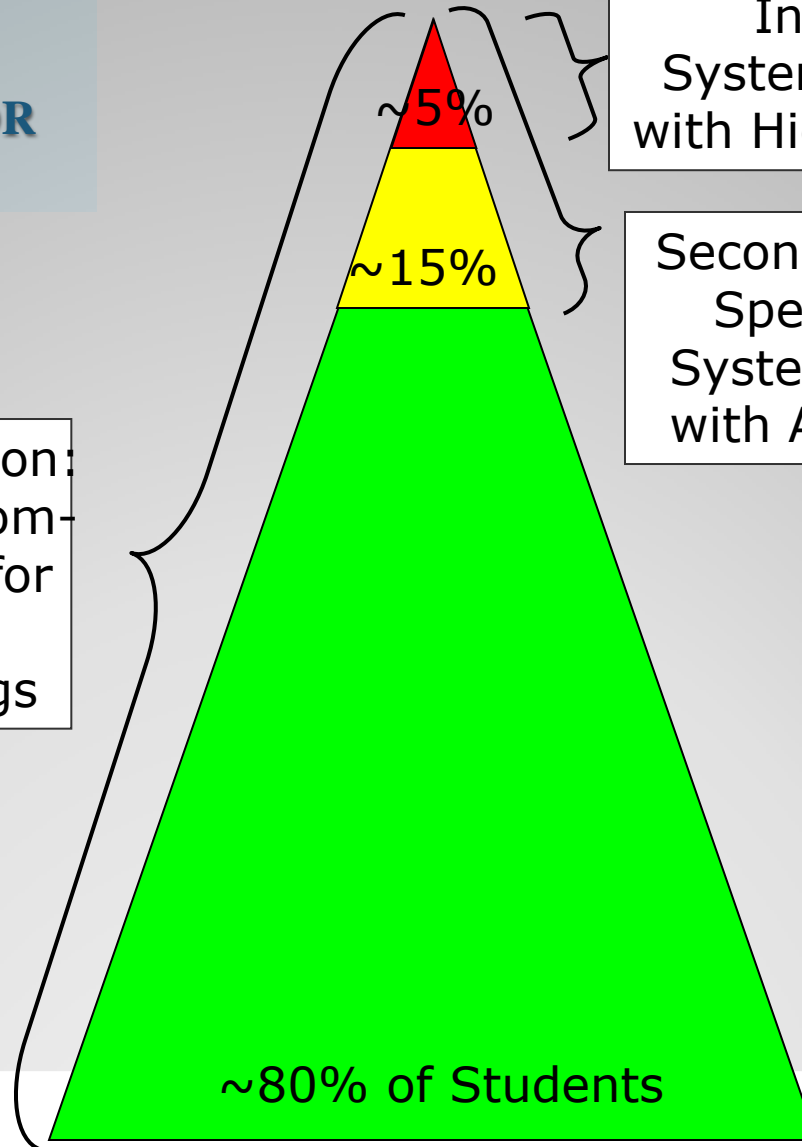
- 80% of the staff must be committed to implementing PBS as an overarching school behavior approach.

# Enhanced PBS Implementation Logic



# CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior

## School-wide Systems

1. Common **purpose** & approach to discipline
2. Clear set of **positive expectations & behaviors**
3. Procedures for **teaching** expected behavior
4. Continuum of procedures for **encouraging** expected behavior
5. Continuum of procedures for **discouraging** inappropriate behavior
6. Procedures for on-going **monitoring** & evaluation

## Non-classroom Setting Systems

- **Positive** expectations & routines taught & encouraged
- **Active supervision by all staff**
  - Scan, move, interact
- **Pre-corrections** & reminders
- **Positive reinforcement**

# Classroom Setting Systems

- Classroom-wide positive expectations taught & encouraged
- Teaching classroom routines & cues taught & encouraged
- Ratio of 6-8 positive to 1 negative adult-student interaction
- Active supervision
- Re-directions for minor, infrequent behavior errors
- Frequent pre-corrections for chronic errors
- Effective academic instruction & curriculum

# Individual Student Systems

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations

# TEACHING MATRIX

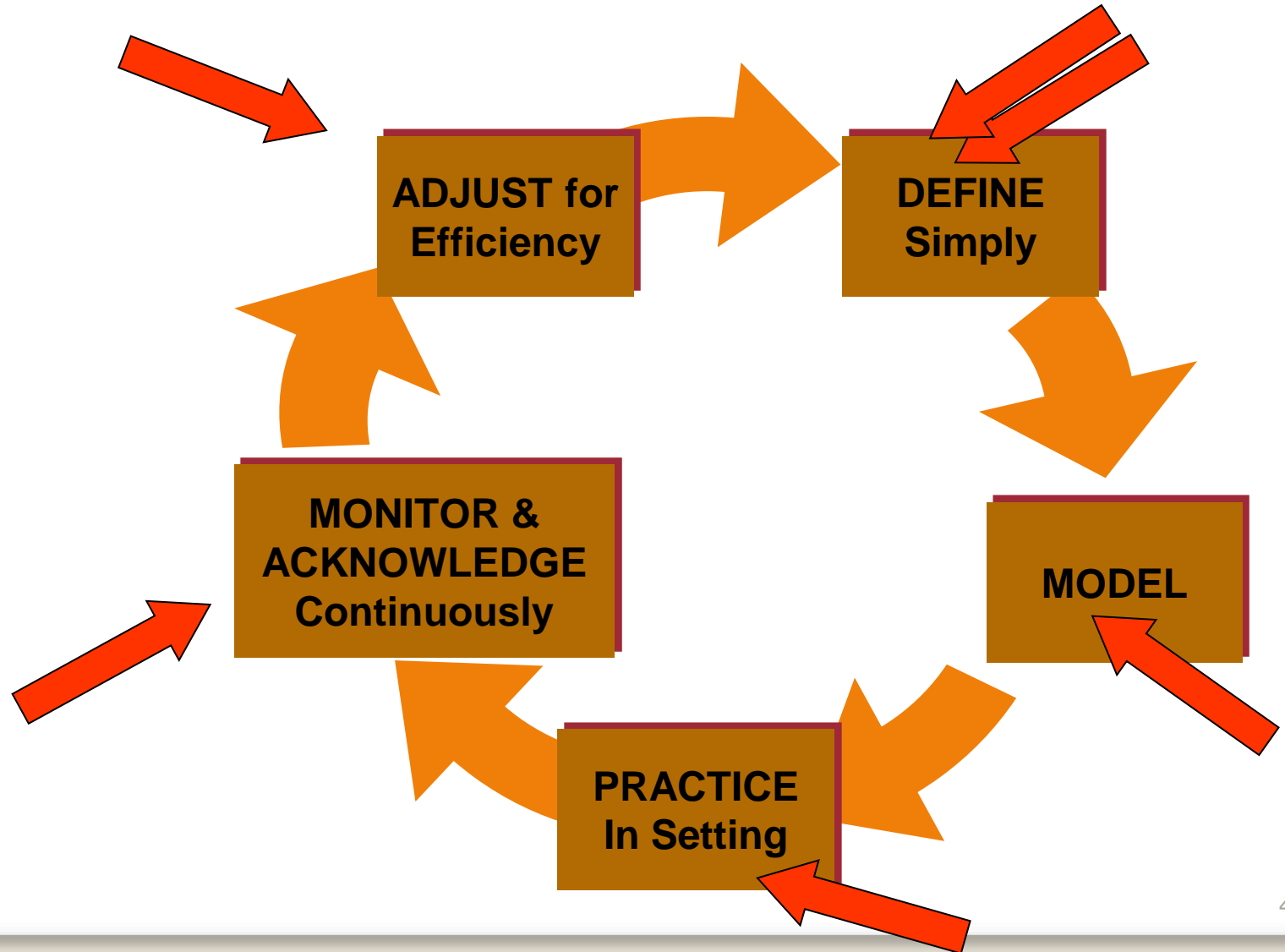
		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.



# The Matrix

We will be...	Classrooms	Hall	Bathroom	Playground
Resourcefulness				-
Respectful.	-		-	
Safe		• -		-

# Teaching Academics & Behaviors



# Expectations & behavioral skills are taught & recognized in natural context





# NEHS

NORTH EUGENE HIGH SCHOOL

200 Silver Lane • Eugene, Oregon • 687-3261

## P

### **Perseverance**

Holding to a course of action despite obstacles

- Stay positive
- Set goals
- Learn from mistakes

## R

### **Respect**

To show consideration, appreciation, and acceptance

- Respect yourself
- Respect others
- Demonstrate appropriate language and behavior

## I

### **Integrity**

Adherence to an agreed upon code of behavior

- Be responsible
- Do your own work
- Be trustworthy and trust others

## D

### **Discipline**

Managing ones self to achieve goals and meet expectations

- Strive for consistency
- Attend class daily; be on time
  - Meet deadlines; do your homework

## E

### **Excellence**

Being of finest or highest quality

- Do your personal best
- Exceed minimum expectations
- Inspire excellence in others

- A list is developed of what would be classroom managed behaviors vs. office discipline behaviors. A behavior flow chart is developed and presented to the staff for feedback and adoption.

**Establishing a system for responding to behavior violations.**

# Behavior Flow Chart

## Classroom Behaviors

Examples include:  
Disrespect, bad language,  
off task, distracting, work  
refusal, breaking pencils

**Ask Classroom  
Integrity Questions:**  
Am I able to teach?  
Are they able to  
learn?  
Is s/he able to learn?

**yes**

No action.  
Instruction continues

Behavior is corrected.  
Instruction continues.

Prompt – Start-up Request:  
“We need quiet hands, please.”  
Wait time  
Student makes correction and instruction  
continues.

**Student does not make correction:**

**Refocus**  
1. Graceful Exit  
2. Graceful Entrance  
3. Refocus  
4. Welcome Back

**Persistence/Defiance (Moderate level)**  
1. Calm request by teacher. (2 short beeps)  
2. Administrator arrives.  
3. Teacher directive.  
4. Refocus in alternative setting.  
5. Welcome back

**Persistence/Continued Defiance/Safety Concerns/Emergency Issues  
(High Level Problem)**

1. Calm request by teacher. (one long beep)
2. All call (e.g. “Room 122, please. Thank you.)
3. Flood the environment with adults.
4. Request by team leader.
5. Remove the audience.
6. Second and final request.
7. *Teacher completes office referral sheet at this time.*
8. Refocus in alternative setting.

## Office Referral

Chronic classroom misbehaviors:  
Continued disrespect  
Continued defiance  
Physical fighting  
Abusive language  
Harassment/Bullying/Threatening  
Theft/Forgery  
Vandalism/Property destruction  
Sexual harassment  
Drugs/ Paraphernalia  
Weapons  
*Teacher completes Office Referral  
Form.*

**Administration Actions:**  
Ex: Refocus (required),  
Community Service, ISS, OSS,  
Replacement assignment, Conf  
w/ student, Contact/conf w/  
parent, Bus suspension,  
Detention, Counseling, Other

1. Student visits office and  
completes a Refocus form  
before returning to class
2. Graceful entrance.

After three office referrals, refer  
to RTI process.

***"We found some minutes?"***

*After reducing their office discipline referrals from 400 to 100, middle school students requiring individualized, specialized behavior intervention plans decreased from 35 to 6.*



# PBS

## Positive Behavioral Supports





# **HAWKS**

**Safety**  
**Ownership**  
**Achievement**  
**Respect**



**Welcome to**  
**Holmes Middle School**

# HOLMES HAWKS



## Safety

- **Keep Hands & Feet to Self**
- **Follow Instructions**
- **Handle Materials Appropriately**

## Ownership

- **Be Prepared**
- **Complete Tasks & Assignments**

## Achievement

- **Set Goals**
- **On Task**
- **Do Your Personal Best**

## Respect

- **Accept Others**
- **Mind Your Own Business**
- **Attention to Teachers & Peers**

**...in the CLASSROOM**

# **Tier One – Behavioral**

- **Positive Behavioral Supports**

- **Primary Expectations taught, practiced, re-taught, monitored, praised & rewarded**
- **Token Economy**
- **Earned Privileges**
- **Set Consequences**

- **High Expectations**

- **Project Wisdom**

- **Holmes Life Skills**

- **Bully Proofing**

- **504**

- **Accommodations**

- **Conflict Resolution**

- Define
- Teach
- Remind
- Reward/Celebrate
- Re-Teach

**Review – Tier 1**



## VIP Lunch

- Table Service
- Sparkling Cider



## SOARing Bracelets

- Hat Day
- BINGO Day
- Blooper Day

## **Tier Two – Behavioral**

- **High Expectations**
- **Re-Teaching Holmes Life Skills**
- **Progressive Discipline**
- **Behavior Contracts**
- **Attendance/Truancy Procedures**
- **Peer Mediation**
- **Why Try? (PBS)**
- **Youth Assessment Center Referral (YAC)**
- **AP & Counselor Classroom Visits**

- CICO – Check-In/Check-Out
- Check and Connect
- Data Management - SWIS

**Review – Tier 2**

## **Tier Three - Behavioral**

- Re-teach Holmes Life Skills**
- Why Try?**
- Staff/Student Mentor Program**
- Youth Assessment Center Referral (YAC)**
- Attendance/Truancy Procedures – Court Referral**
- Behavior Intervention Plans (BIP)**
- Remedial Discipline Plans (RDP)**



# Next Steps for PBS

- Increase frequency & consistency of adult availability & re-teaching in all settings
- Expanded student & staff recognition
- Office Referral Clarification & PBS Forms
- Implementation of Zangle Behavior Data System
- Increased utilization of enhanced behavioral data to guide decision making
- Parental Education & Involvement
- Community Partnerships



# PBS Timeline for School District 11 2009-2010

- Research to learn as much as we can
- Determine how to implement
- Staff by trained by CDE in PBS Process
- Pre-SETs initiated

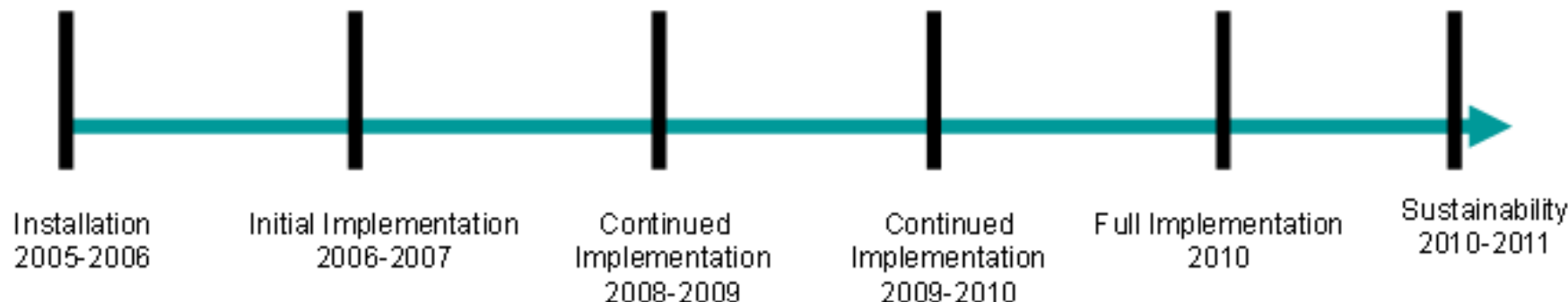
- Continuing Implementation
- Team building
- Planning
- Organization
- Training

Majority (60%)  
of schools  
trained in PBS

All schools are  
fully trained and  
practices are  
operating  
effectively

Improvements  
are made to  
current  
practices  
through an  
increase in  
training,  
coaching, and  
data analysis

Sustain the  
innovation over  
the long term  
with focus on  
PBS Framework  
with Universal  
Behavior/Social  
Skills  
Interventions



Fixsen, D., Naoom, S., Blase, K., & Wallace, F. (2007, Winter/Spring). Implementation: The missing link between research and practice. *The APSAC Advisor*, pp. 4-10.

# Basic Questions to Ponder

- What systems are currently in place in your school for providing incoming students with a continuum of support?
- Who will provide the intervention?
- What about staff development for the interventionists?
- Where will you get funding?
- What about IEP's, ILP's and GT students?
- How do we choose materials/programs to implement?
- What about progress monitoring tools?
- Who will coordinate the intervention program?
- How do we schedule students?
- How long will interventions last?

- Summer Teams
- Get Matrix Ready
  - All over school
    - Place Specific
  - Classroom Matrix
  - Matrix to go home
  - Assignment Books

**Getting Ready for the Fall**

- Staff Orientation
  - Staff Notebooks
- Parent Handbook
  - Parent Orientation
- Rewards Ready – Day 1
- Cool Tools for First Day, First Week, First Month
  - First 2 day rotations

## **Getting Ready for the Fall**

- First Few Celebrations Planned
  - Celebration
  - Logistics
    - Watching kids
    - Collecting Tickets
    - Kids who cannot or select not to attend

**Getting Ready for the Fall**

- DATA
  - Collection
  - Entry
  - Analysis
  - Meeting Times
- Monthly Team Meetings

**Getting Ready for the Fall**

- Questions??
- Resources
  - [www.pbis.org/common/cms/documents/Staff/Action%20Plans/Kick off guides.doc](http://www.pbis.org/common/cms/documents/Staff/Action%20Plans/Kick%20off%20guides.doc)

**Other Business**



# To Conclude

- Create systems-based preventive continuum of behavior support
- Focus on adult behavior
- Establish behavioral competence
- Utilize data based decisions
- Give priority to academic success
- Invest in evidence-based practices
- Teach & acknowledge behavioral expectations
- Work from a person-centered, function-based approach
- Arrange to work smarter



The world is changing.  
Meet the future.

# Questions & Comments

## Contact Information

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**719-520-2033**